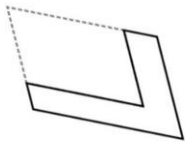


Client: AMEL
Program Name: "AMEL Institute"
Format: Findings Report
Evaluator(s): Yotam Keduri (Lead/Reviewer), Kaltom Hussein (Associate)
Date Submitted: March 12, 2024

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1) Overview

The following is a findings report based on processed data from three designs elicited by the African Middle Eastern Leadership Project ("AMEL") as part of its training program for activists from across the MENA and Sub-Saharan African regions, "the AMEL Institute." AMEL's flagship program, this online academy aims to "empower young activists with practical knowledge and skills so that they can carry out their civil society activism more safely and effectively." Focused on "transferring know-how from experienced activists and experts to young people who are taking action for human rights, pluralism and democracy in the Middle East and Africa (MEA)," the institute works to provide young activists (aged 18-35) with practical knowledge and skills in key activism areas ("so they can more safely and effectively carry out their human rights and civil society activism") and connect activists together "so that they can learn from one another and create lasting networks to further bolster their safety, wellbeing and effectiveness." The institute's program covers issues such as human rights history and



advocacy; gender inclusiveness/mainstreaming; activism self-care; genocide history, including the Holocaust; democracy; peace; communicating for a cause; and activist safety, as well as non-violent movement building. Its topics are taught through pre-recorded video lectures, live online discussions with lecturers and peers, ongoing web forum discussions, quizzes, assignments and additional readings/resources. The base language of the program is English, with mentorship, lecture subtitles and quiz/assignment translations available in Arabic and French.

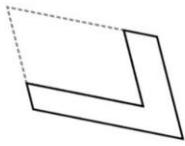
The designs in question are a 46-item 'Baseline Questionnaire' and a 55-item Final Questionnaire, which were elicited at pre- and post-iterations, for two cohorts of the program over Spring and Summer 2023. A third design, a Non-Completion Survey, was elicited among participants who dropped out of the program mid-way. The questionnaires poll participants on a range of selection criteria, including contact with activists from other countries and knowledge in key areas pertaining to activism, with follow-up items on the program, their assessment of their own skills, connections they made through the program and their plans for the future. The evaluator was not involved in the development of the majority of the design; and unprocessed data was provided directly by the client. As a result, some recommendations for future runs of the design are proposed at the end of this document; see [section 4.](#))

2) Summary of Main Findings

The findings show, unequivocally, that the format adopted by the course was extremely successful in achieving the program's aims: Respondents reported that the program helped them become better and more effective activists and leaders, that they felt more connected to one another as a network and that they were able use what they learned through the program in their own lives, including better taking measures to ensure their own safety. Overall satisfaction with the program was very high (95% of respondents rating it a 5 or more out of 7) with 95% reporting that they got what they came for (see [Table 7](#)). The changes in participants' overall efficacy reflects this: If at the start of the program, 68% of activists reported they felt able to lead change in their communities, by the close of the program, this number had risen to 89%.

Surveys of participants' levels of knowledge in every single subject taught in the program were found to have increased substantially between the beginning and the end of the program; in 7 of these subjects, the difference was beyond one standard deviation (a very significant rise). The significance of these changes was borne out by paired samples testing, which found that all increases were **quite significant statistically** (with α scores of 0.00, meaning a less than 1% chance that these differences are random*). Similar levels of significance were found among participants' stated abilities to lead change

* Statistical significance (which assesses the degree to which differences between variables or groups are random) is used because frequencies (%) don't always tell the whole story. It is sometimes hard to know if the fact that 60% of respondents reported having skills *before* a program as opposed to 70% *after* is meaningful on its own. A significance of 0.05 (5%) or lower is generally regarded as establishing that these differences are not flukes.



in their communities (which, scored as a frequency, represented a cumulative average 30% increase, including among weathered activists). **The areas in which participants reported the highest increases in knowledge were knowledge of the Holocaust** (from an average of 3.15 out of 7 before, to 5.90 out of 7 after), **knowledge regarding genocide** (3.42 to 6.03) **and activism safety** (3.84 to 5.98). For a third of respondents, this was their first time learning about the Holocaust. (For the full list of changes before vs. after, [see p. 13.](#))

Similar increases were noted in the skills activists reported improving as a result of the program. Most notable among these was how to better advance causes using communication tools and techniques learned (91% scoring this a 5 or more out of 7, for an impressive average of 6.2); however there were few items (from how to better advocate for human rights to how to be safer in their activism) that fewer than 89% of respondents reported improving; and none under 85% ([see Table 8](#)).

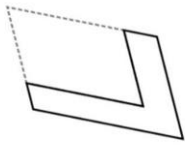
Segmentation of program finds that an activist's years of experience informed their familiarity with a number of topics, with activists with 10 years or more outscoring newer activists in such areas as nonviolent movements or experience in organizing protests ([see Table 18](#)). Not surprisingly, these differences disappear entirely by the end of the program. Several slight but consistent differences between the Spring and Summer cohorts of the program were also noted, which may be accounted for by specific programmatic differences or factors between the two rounds which AMEL may want to review. ([see Table 16](#)). Finally, a number of consistent gender differences were noted, though these almost certainly have nothing to do with the program ([see Table 17](#)).

Finally, it is clear that the program, in whatever way, enabled participants to expand their networks of people they consider fellow activists from other countries. It is no surprise that participants will exit a program designed to bring together activists from other countries knowing more activists from other countries. In the present cases, pre-program, 23% of respondents said they didn't know any activists from other countries, while only 29% knew more than five. At the close of the program those proportions had migrated significantly ($\chi=0.000000279$), with 91% affirming they knew activists from other countries, and a little under half (44%) knowing more than five ([see Table 12](#)).

The fact that this was done through an online program at the very least seems to suggest that this format can achieve results in these areas as well. The significant numbers of participating activists who reported having limited training at the outset suggests that this program meets a definite need in the field.

Administered among 24 program participants who dropped out mid-way, the Non-Completion Survey found that the three main reasons for discontinuing the program were internet connectivity issues (very notable among Ugandan respondents), school/work obligations or war and conflict (all cited by respondents from Sudan), rather than concerns or problems with the program itself. On the contrary, 22 of 24 (~92%) reported that they would enroll in a future cohort of the program ([see Tables 19 and 20](#)).

A detailed findings report follows.



3) Expanded Data Findings

3.1. Pre-Test Findings

419 respondents filled out the Pre-Test (173 from the Spring Cohort and 246 from the Summer Cohort). Of respondents, **40% were male; 58% were female; 1% reporting as transgender; and 1% as non-binary.** The majority of respondents were still in the early stages of their professional development, with 46% still studying their bachelor's degrees and 21% identifying as young professionals (see Fig. 1). Respondents reported having learned about the program mostly from social media, alumni referrals constituting only 14%. (see Fig. 2). Activists varied widely in their experience, with more than half being relative neophytes: Roughly a quarter (23%) reported having been engaged in activism for under a year; another 29% for 1-2 years. By contrast, 6% reported having been activists for 10 years or more (see Fig. 3). In terms of their focus as activists, over a third (40%) inclined towards advocacy/human rights, with those interested in peacebuilding and those in the sphere of policy representing roughly a quarter of respondents (27% and 26% respectively; see Fig. 4).

Fig. 1 What is your current educational status?

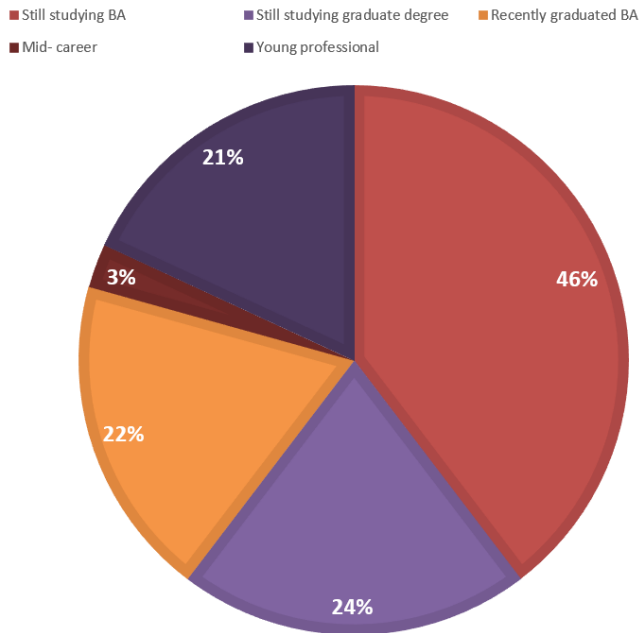
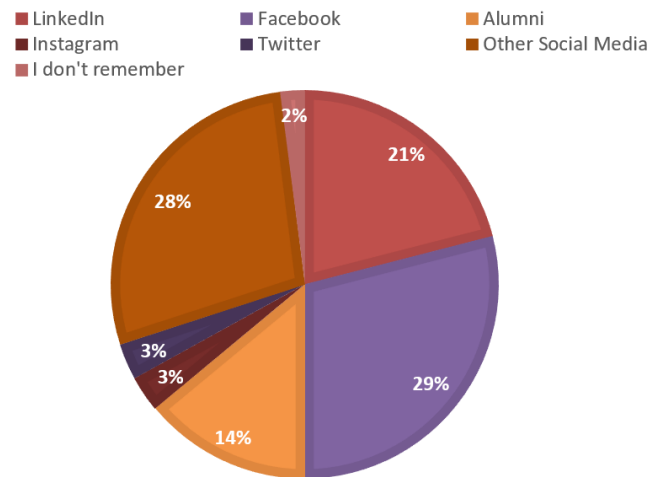


Fig. 2 How did you hear about this program?



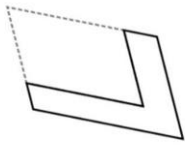


Fig. 3 How long have you been an activist?

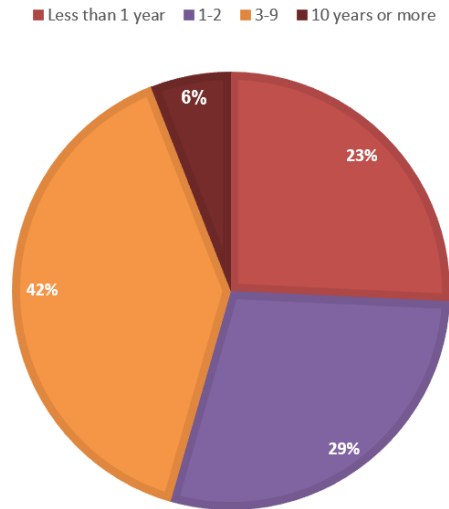
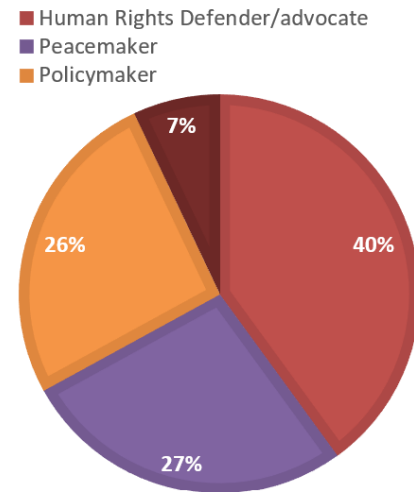
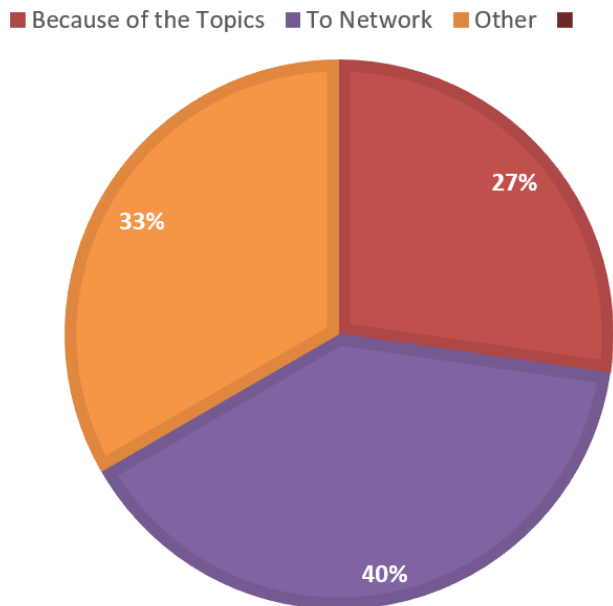


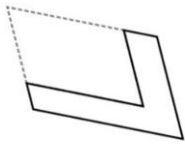
Fig. 4 Which best describes your future plans?



Asked why they enrolled in the program, nearly half responded that they did so largely to network, while slightly over a quarter enrolled because of an interest in specific topics (see Fig. 5).

Fig. 5 Why did you decide to participate in the program?





Despite wide variation in their years of experience as activists, nearly all respondents (92%) held their activism to be highly important in their lives. By contrast, a notably smaller percentage (67%) believed they would be able to effectively drive change within their communities. Only a third (33%) reported having had significant amounts of activism training (Table 1). The prevailing average distance between dedication and current capabilities is also apparent in the contrast between the relatively high levels of commitment expressed by respondents towards completing program components (see Table 3) and their self-professed levels of expertise in different competency areas (Table 3).

Table 1. Overall activist orientation, going in (Ranked highest to lowest)

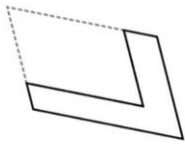
Question	Average	5 or More (of 7)
6. How important is activism in your life?	6.22	92%
3. How would you rate your English abilities?	5.78	83%
16. To what degree do you feel able to lead change in your community/country?	5.23	67%
5. How much activism training have you had?	3.47	33%

Table 2. Commitments with regards to the program (Ranked highest to lowest)

Question	Average	5 or More (of 7)
9. How much of the training program do you plan to complete?	6.75	97%
10a. To what degree do you plan to watch the video lectures?	6.55	95%
10e. To what degree do you plan to participate in optional readings, videos, etc.?	6.24	92%
10d. To what degree do you plan to participate in the website discussion forum?	6.17	90%
10b. To what degree do you plan to participate in live online discussions?	5.84	85%
10c. To what degree do you plan to complete the quizzes/assignments?	6.18	85%

Table 3. 'Please rank your knowledge (1-7) in the following areas' (Ranked highest to lowest)

Item	Average	5 or More (of 7)
Being an activist	4.23	45%
Mobilizing other activists	3.72	37%
Organizing petitions, social media actions or other online activism actions	3.66	37%
Advocating for new/changed government policies	3.62	36%
Organizing/monitoring elections or promoting civic engagement	3.46	33%
Campaigns for political office	2.90	26%

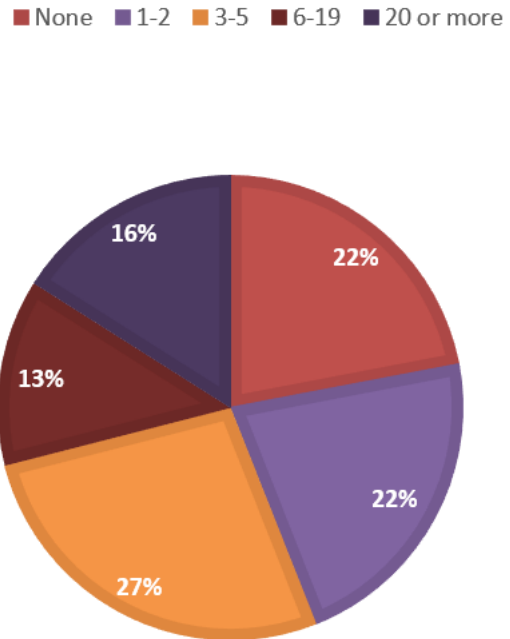
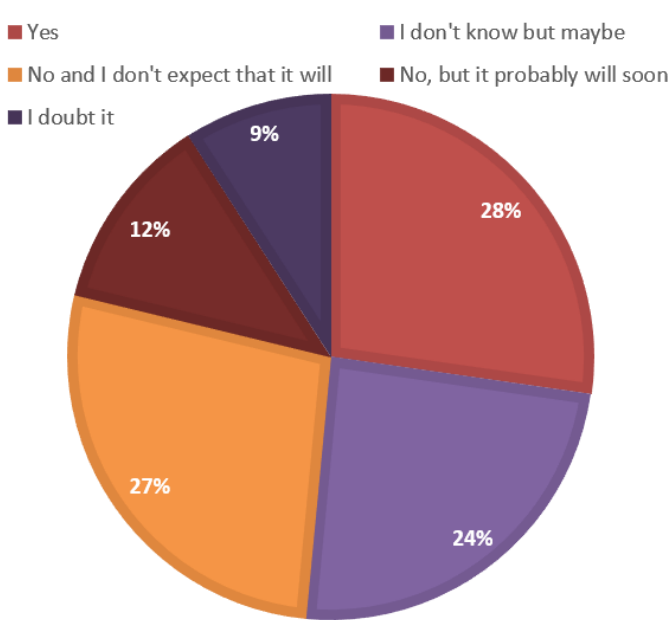


Organizing protests, civil disobedience or other activism actions	3.10	24%
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A little over a quarter of participants reported having been in danger as a part of their activism, with an almost identical proportion emphatic that they had not and likely would not (Fig. 6). Almost quarter of activists had no connections with activists in other countries. A similar proportion knew more than 5 (Fig. 7). Chi-tests of independence found that there was no connection between an activist’s years of experience (as in Fig. 3) and the number of activists they knew in another country ($\chi=0.14$). Years of experience as an activist did, however, correspond significantly to the probability that an activist would report they had been in danger ($\chi=0.03$). The connection, though significant (and obvious, prima facie), was not very strong, save for those with 10 years’ experience or more.

Fig. 6 Have you ever been in danger?

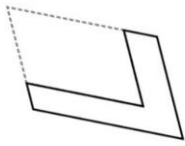
Fig. 7 How many activists do you know in other countries?



In terms of skills participants wanted most to learn, ‘how to be a better human rights activist topped the list, at roughly a quarter of responses, followed by peacebuilding/conflict management content and the desire to improve their efficacy generally. The remaining topics were spread diffusely among respondents, representing a pareto distribution (see Table 4).

Table 4. Skills participants most wanted to learn

	Cumulative
How to be a better human rights activist	23%
How to manage conflict and build peace	16%
How to be more effective in my activism	14%

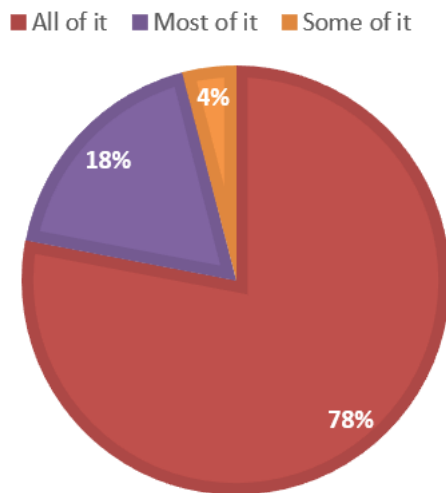


How to be a better civil society activist	12%
Communicate and build understanding across lines of difference	10%
How to advance democracy	9%
How to better advance my cause using communication/media tools and techniques	8%
How other activists are advancing similar causes in their communities/countries	4%
deal with stress and mental health	3%
Prevent mass atrocities, genocides	1%

3.2. Post-Test Findings

276 respondents filled out the Post-Test (103 from the Spring Cohort and 173 from the Summer Cohort). Polled upon completion of the programs, 78% of respondents reported having completed all it. Only a small minority (4%) attested to completing some of it (see Fig. 9).

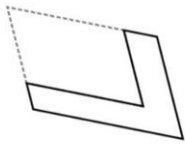
Fig. 9 How much of the training program did you complete?



Overall, participants did not seem to experience significant technical problems with the program content itself, though almost half did report patchy internet connections (see Table 5). (For a small minority, especially in Uganda, these would be enough to cause them to drop out of the program entirely; see section 3.6). Otherwise, respondents found the program quite accessible, the majority reporting no problem with either its length or its pace (see Figs. 10 and 11).

Table 5. Technical difficulties in accessing the program

7a. The website was hard to use	11%
7b. I had a lot of problems with electricity/power	24%



7c. I had a lot of problems with internet connection	46%
7d. I mostly watched the lectures on the YouTube playlist	30%

Fig. 10 Length of the program

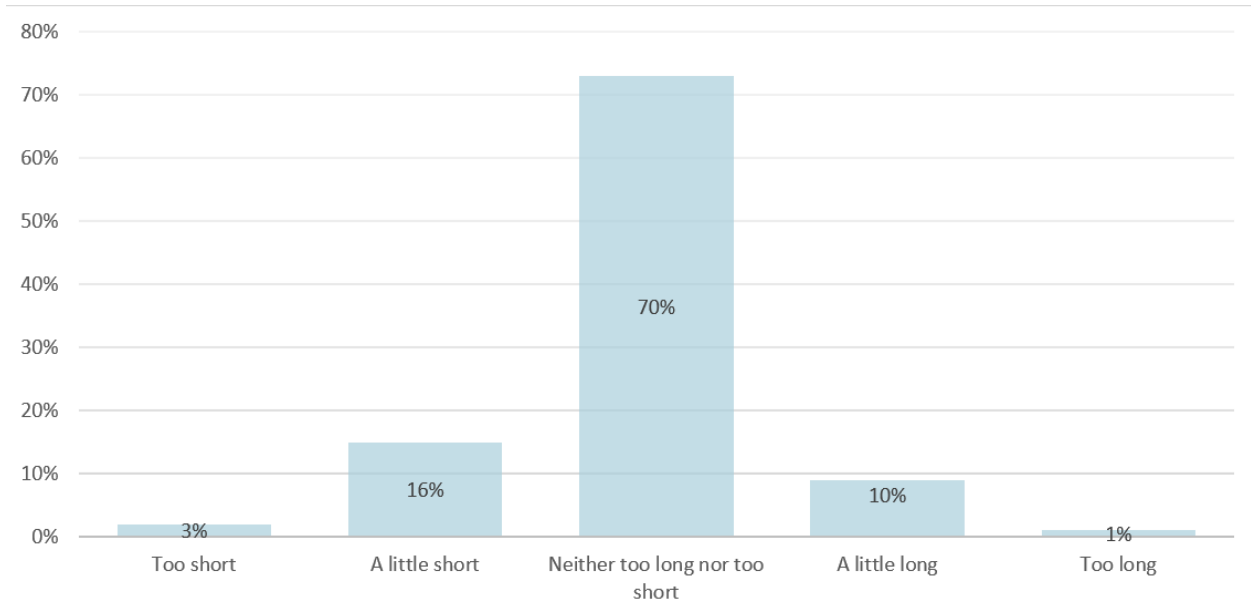
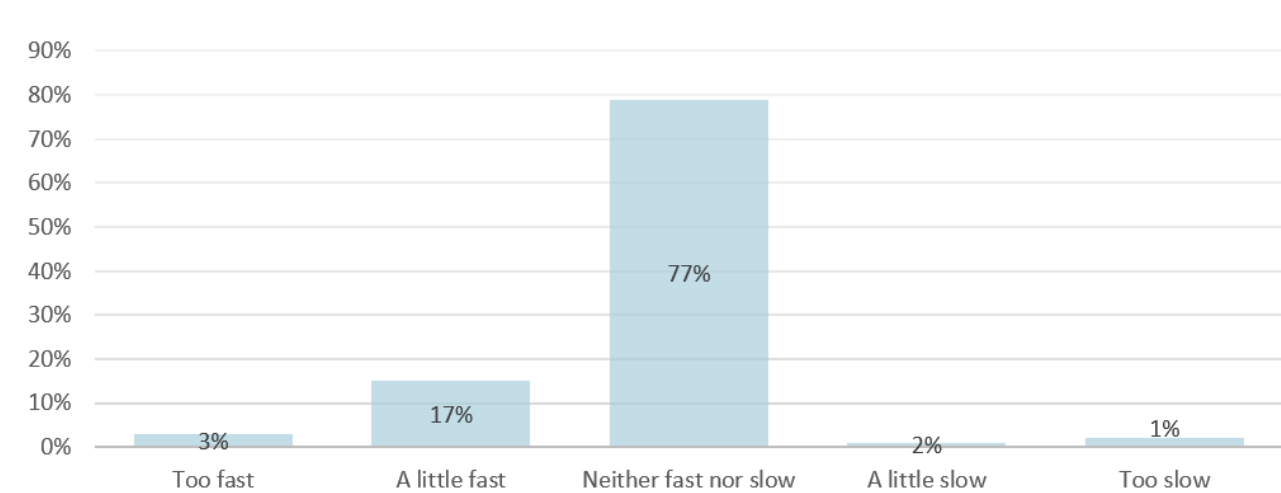
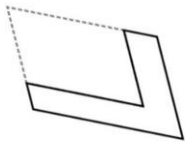


Fig. 11 Pace of the program



In terms of overall program outcomes, respondents reported quite positively (some 80% on average consistently citing a 5 or more out of 7 to these statements) that they were now better and more effective activists and leaders now that they had participated in the program and that they would incorporate what they learned there. Participants also reported feeling part of a wider MENA network of



activists. Activism safety in particular garnered high levels of assent (see Table 6). Unsurprisingly, program satisfaction was high, with nearly all technical aspects of the instruction gaining rankings of 85% or more (see Table 7). Reported skills, from activism safety to effective communication skills also scored consistently very highly (85% or higher), with competencies in genocide prevention in particular representing an average of 6.50 out of 7 among all participants (see Table 8). And while 89% reported that they learned from historical precedents as to how to prevent genocides (Table 8), for over a third (36%) AMEL’s course was the first time they learned about the Holocaust (see Fig. 12). 89% of participants reported that they felt able to lead change in their countries or communities, a 31% rise over the proportion who felt this way upon joining the program (see Table 9). (This change would prove statistically significant upon paired samples testing; see Table 14).

Table 6. General Outcomes (Ranked by Highest)

	Average	5 or more (of 7)
Now that I have participated in the program, I can better protect my safety as an activist	6.07	88%
The program helped me to become a better leader	5.95	87%
The program helped me to become a better activist	5.97	86%
Now that I have participated in the program, I am more effective as an activist	5.97	86%
Now that I have participated in the program, I am more effective as a leader	5.96	86%
This program made me part of a MiddleEast/Africa-wide network of activists that can help each other	5.70	79%
I have used what I learned in the program in my activism and/or life	5.60	77%

Table 7. Satisfaction with the Program and with Program Components (Ranked by Highest)

Overall Satisfaction	Average	5 or More (of 7)
Please rate the program overall	6.17	95%
Did the program help you gain the knowledge/skills you most wanted to learn?	6.35	95%
Program Components	Average	5 or More (of 7)
How would you rate the weekly emails sent by AMEL Institute?	6.53	96%
How would you rate the website?	6.40	95%
How would you rate the video lectures?	6.36	95%
How would you rate the Learn More additional resource pages on the website?	6.31	95%
How would you rate the discussions on the AMEL Institute website?	6.01	88%
How would you rate the live Zoom discussion sessions?	5.82	86%
How would you rate the assistance mentors	5.94	84%
How would you rate the final assignment?	4.78	57%
How would you rate the quizzes?	4.58	48%

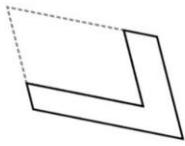


Table 8. Outcomes: Topics and Skills by Frequency (Ranked by Highest %; Highest averages indicated by shade)

	Average	5 or More
How to better advance my cause using communication tools/techniques	6.20	91%
How to better advocate for human rights	6.08	89%
How to make choices that prevent genocides	6.50	89%
How to be safer in my activism	6.12	89%
How to learn from history in order to prevent genocides	6.11	89%
How to better deal with stress and mental health	6.07	89%
How to advance gender equality	5.97	88%
How to transform conflict and build understanding and peace	5.95	88%
How other activists are advancing similar causes in their communities/countries	6.11	88%
How nonviolent resistance has been effectively used	6.08	87%
How to support democratic development	5.91	85%

Fig. 12 Was this your first-time learning about the Holocaust?

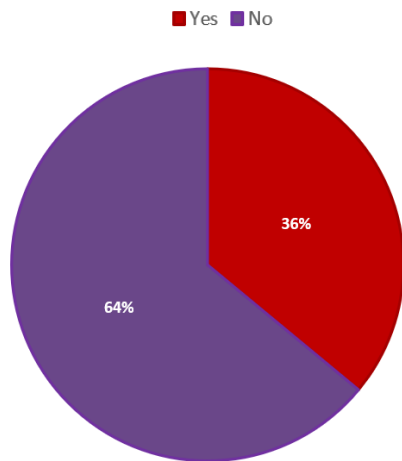
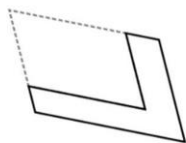


Table 9. To what degree do you feel able to lead change in your community/country?

	Avg.	5 or More (of 7)
Pre	5.23	68%
Post	5.88	89%

3.3) Correlations to Satisfaction

In general, there were few components of the program that showed significant correlation with either the overall satisfaction or the extent to which respondents reported gaining knowledge and skills (Table 10). Even that between overall satisfaction and knowledge/skills acquisition was limited, though this was



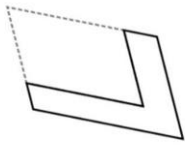
the most noteworthy correlation identified. Of specific program components, only the video lectures showed a correlation of .50 to general satisfaction (a relatively weak one given the sample size). That these variables do not sufficiently account for program satisfaction is clear prima facie, given why participants said they wanted to join the program (the topics, the networking; Fig. 5). Indeed, a linear regression between these components showed an adjusted R² value of .347 for all of these program components, a value that rises to .442 when additional variables “Did you get what you wanted out of the program” and “Do you feel you can lead change in your country/community” were added. The high levels of satisfaction and the reasons participants cited for coming (in addition to qualitative data supplied in the post-test) suggest that a few more items about networking and program content would prove the efficacy of AMEL’s program model (see section 4).

Table 10. Correlations to Satisfaction

	Avg.	5 or More of 7 (%)	Correlates to Satisfaction	Correlates to Knowledge & Skills
Please rate the program overall	6.17	95%		0.66
Did the program help you gain the knowledge/skills you most wanted to learn?	6.35	95%	0.66	
How would you rate the video lectures?	6.36	95%	0.50	0.38
How would you rate the live Zoom discussion sessions?	5.82	86%	0.43	0.37
How would you rate the discussions on the AMEL Institute website?	6.01	88%	0.45	0.37
How would you rate the quizzes?	4.58	48%	0.18	0.22
How would you rate the final assignment?	4.78	57%	0.00	0.05
How would you rate the Learn More additional resource pages on the website?	6.31	95%	0.47	0.38
How would you rate the weekly emails sent by AMEL Institute?	6.53	96%	0.34	0.27
How would you rate the website?	6.40	95%	0.28	0.25
How would you rate the assistance mentors	5.94	84%	0.39	0.31

Table 11. Correlations between Topics mastered and Satisfaction or Knowledge & Skills

	Correlates to Satisfaction	Correlates to Knowledge & Skills
Gender Inclusiveness/ Mainstreaming	0.30	0.44
Human Rights	0.29	0.36
Democracy	0.26	0.37
Activism Safety	0.23	0.33
Non-violent movements	0.23	0.31
Conflict transformation & peace	0.23	0.31
Communicating your story/cause	0.22	0.31
Activist Self-care	0.18	0.31
Genocide processes/prevention	0.16	0.29
The Holocaust	0.12	0.25



3.4) Pre-Post Comparisons

A significant reduction was noted among respondents who reported knowing no activists in other countries (23% of participants upon enrolling, 9% at the close of the program), as well as significant increases among those knowing 6 or more (more than 27% of respondents by the program’s end). A chi-test of independence found these values to have migrated significantly between the beginning and the end of the program ($\chi = 0.000000279$).

Table 12. How many activists do you know in other countries? (Pre v. Post Frequencies)

PRE	POST
None	
23%	9%
1-2	
22%	16%
3-5	
26%	31%
6-19	
13%	27%
20 or more	
16%	17%

Even more significantly, there were notable and substantial increases observed in participants' self-reported levels of knowledge across all program subjects by the program's conclusion. Across all knowledge categories, without exception, respondents demonstrated increases that exceeded (and in some instances, notably so) one standard deviation. (In all instances where this occurred, the mean difference is shaded in tan.) In all instances, these increases were found to be of extremely high statistical significance (0.00,, which is to say a less than 1% chance that these differences are random).

Table 13. Knowledge in program topics, Pre v. Post (Comparison of Means, Paired Samples T-Test)

Please rank your knowledge in the following areas:	Knowledge Before (PRE) <i>(Avg. out of 7)</i>	Knowledge After (POST) <i>(Avg. out of 7)</i>	Mean Difference	Standard Deviation	Statistical Significance
Human Rights	5.01	6.11	1.10	1.19	0.00
Gender inclusiveness/ mainstreaming	4.91	5.92	1.01	1.40	0.00
Activism Safety	3.84	5.98	2.14	1.63	0.00
Activist Self-Care	3.96	6.06	2.10	1.62	0.00
Genocide processes/prevention	3.42	6.03	2.61	1.60	0.00
The Holocaust	3.15	5.90	2.75	1.65	0.00
Democracy	4.83	6.08	1.25	1.47	0.00
Conflict transformation & peace	4.37	5.99	1.62	1.58	0.00
Non-violent movements	4.27	6.11	1.84	1.56	0.00
Communicating your story/cause	4.62	6.12	1.50	1.49	0.00

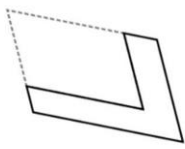
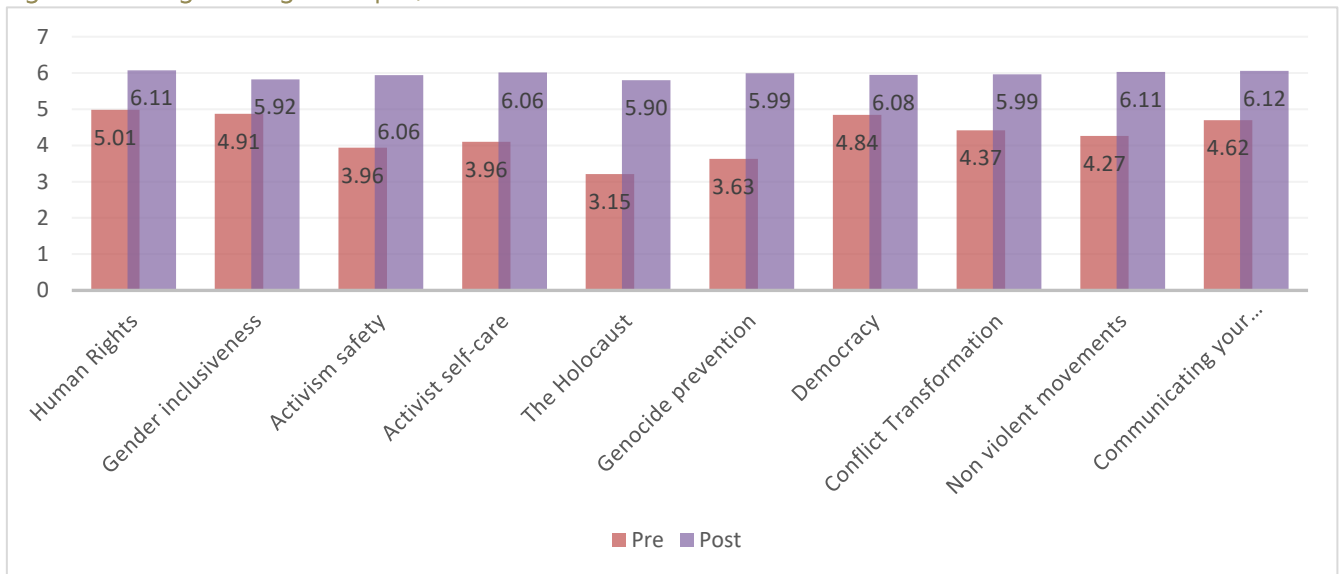


Fig. 13 Knowledge in Program Topics, Pre. vs. Post



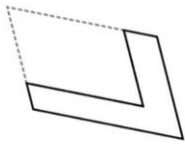
These differences were also reflected in one of the main outcome indicators for this program:

Table 14. Ability to Lead Change, Pre vs. Post (Comparison of Means, Paired Samples T-Test)

	Before (PRE) (Avg. out of 7)	After (POST) (Avg. out of 7)	Mean Difference	Standard Deviation	Statistical Significance
16. To what degree do you feel able to lead change in your community/country?	5.23	5.88	0.65	1.39	0.00

3.5) Noteworthy Segmentations

Participant responses to all items, both pre- and post-, among both cohorts were segmented by a number of independent variables. Of these, three yielded consistent between-group differences. In terms of the program cohorts, the Spring Cohort on the whole scored slightly higher on a number of program outcomes (especially in the post-iteration, marked in grey) including becoming better activists (see Table 16). Consistent differences were noted between female and male respondents as well in terms of their ranking of their knowledge, with female respondents tending to consistently estimate their skills and knowledge lower than those of their male counterparts, both before and after the program. Since both groups undertook the same programming, it seems highly likely that these are gendered effects (having to do with the way male and female respondents tend to rate their competence in general) and are not the results of the program (see Table 17). Finally, several significant differences were noted between activists of different numbers of years of experience, all in the same direction (those with fewer years' experience scoring lower, those with more scoring higher) and all on pre-items. Any between-group differences based on years of experience disappear by the end of the



program (see Table 18). In the tables below, higher average answers are shaded in purple; lower average answers are shaded in red.

Table 16. Significant differences between Spring and Summer Cohorts (Comparison of Means)

	SPRING		SUMMER		Sig.
	5 or More	Avg	5 or More	Avg	
11e. How much knowledge do you have in Genocide processes/prevention?	22%	3.10	36%	3.62	0.02
16. To what degree do you feel able to lead change in your community/country? BEFORE	73%	5.47	65%	5.1	0.03
17. To what degree are activists important for improving your community/country?	86%	6.09	36%	3.93	0.00
6a. How would you rate the AMEL Institute website?	90%	5.86	96%	6.44	0.00
8b. Rate your knowledge in Gender Inclusiveness/Mainstreaming	97%	6.07	90%	5.83	0.04
8g. Rate your knowledge in Democracy	98%	6.28	90%	5.95	0.01
10. How much EXPERIENCE do you have Being an activist?	71%	5.12	60%	4.7	0.03
10. How much EXPERIENCE do you have in fighting corruption /advocating for good governance?	63%	4.94	55%	4.48	0.05
11a. To what degree do you agree with the following statements? [The program helped me to become a better activist]	94%	6.22	83%	5.83	0.01
11a. To what degree do you agree with the following statements? [I have used what I learned in the program in my activism and/or life]	87%	5.93	74%	5.48	0.02
12a. To what degree do you agree with the following statements? [During the program, I learned how to better advocate for human rights]	93%	6.28	87%	5.97	0.03
12a. To what degree do you agree with the following statements? [During the program, I learned how to advance gender equity]	91%	6.19	85%	5.86	0.03
12a. To what degree do you agree with the following statements? [During the program, I learned how to advance democratic development]	90%	6.19	82%	5.76	0.01
12a. To what degree do you agree with the following statements? [During the program, I learned how effective nonviolent resistance is]	93%	6.35	85%	5.94	0.01
12a. To what degree do you agree with the following statements? [During the program, I learned how to better advance my cause using communication tools/techniques]	93%	6.39	89%	6.1	0.03
12a. To what degree do you agree with the following statements? [During the program, I learned how other activists are advancing similar causes in their communities/ countries]	94%	6.34	86%	5.99	0.02

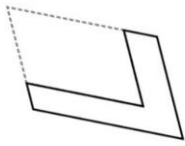
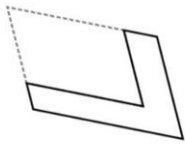


Table 17. Significant differences between Male and Female Participants (Comparison of Means)

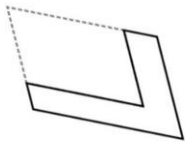
	FEMALE		MALE		Sig.
	5 or More	Avg	5 or More	Avg	
11d. How much knowledge do you have in Activism Safety?	30%	3.50	53%	4.42	0.00
11d. How much knowledge do you have in Activist Self-Care?	31%	3.68	49%	4.41	0.00
11e. How much knowledge do you have in Genocide processes/prevention	25%	3.19	40%	3.82	0.01
11f. How much knowledge do you have in the Holocaust?	26%	3.01	34%	3.51	0.02
11g. How much knowledge do you have in Democracy?	55%	4.67	70%	5.11	0.02
11h. How much knowledge do you have in Conflict transformation & peace?	45%	4.11	66%	4.83	0.00
11i. How much knowledge do you have in Non-violent movements?	42%	4.07	57%	4.63	0.01
11j. How much knowledge do you have in Communicating your story/cause?	49%	4.40	67%	4.94	0.01
12a. How much experience do you have in being an activist?	38%	3.99	57%	4.60	0.01
12b. How much experience do you have in mobilizing other activists?	31%	3.41	48%	4.22	0.00
12c. How much experience do you have in organizing protests, civil disobedience or other activism actions?	16%	2.69	38%	3.76	0.00
12d. How much experience do you have in organizing petitions, social media actions or other online activism actions	29%	3.25	49%	4.26	0.00
12e. How much experience do you have in advocating for new/changed government policies?	30%	3.28	51%	4.27	0.00
12f. How much experience do you have in organizing/monitoring elections or promoting civic engagement?	27%	3.01	46%	4.12	0.00
12g. How much experience do you have in campaigns for political office?	15%	2.36	46%	3.89	0.00
16. To what degree do you feel able to lead change in your community/country?	63%	5.13	77%	5.47	0.03
6a. How would you rate the AMEL Institute website?	92%	6.12	97%	6.35	0.03
10. How much experience do you have in being an activist?	60%	4.71	72%	5.11	0.04
10. How much experience do you have in mobilizing other activists?	48%	4.11	65%	4.91	0.00
10. How much experience do you have in organizing protests, civil disobedience or other activism actions?	39%	3.67	57%	4.59	0.00
10. How much experience do you have in organizing petitions, social media actions or other online activism actions?	45%	4.13	69%	5.01	0.00
10. How much experience do you have in advocating for new/changed government policies?	51%	4.23	68%	5.00	0.00
10. How much experience do you have in organizing /monitoring elections or promoting civic engagement?	43%	3.81	67%	5.05	0.00



10. How much experience do you have in campaigns for political office?	31%	3.19	55%	4.48	0.00
10. How much experience do you have in being a public/civil servant?	45%	3.85	63%	4.82	0.00
10. How much experience do you have in fighting corruption /advocating for good governance?	50%	4.37	70%	5.11	0.00
10. How much experience do you have in serving in leadership roles?	73%	5.31	77%	5.71	0.04

Table 18. Significant differences between participants, by Years of Experience (ANOVA)

Question	By Group	Avg.	Sig.
5a. How important is activism in your life?	Less than 1 year	5.63	0.00
	1-2 years	5.96	
	3-9 years	6.73	
	10 years or more	6.57	
5b. How much of your time is dedicated to activism?*	Less than 1 year	4.31	0.02
	1-2 years	4.96	
	3-9 years	5.34	
	10 years or more	5.71	
11i. How much knowledge do you have of non-violent movements?	Less than 1 year	4.40	0.05
	1-2 years	4.26	
	3-9 years	4.03	
	10 years or more	5.31	
12c. How much experience have you had before of organizing protests, civil disobedience or other activism actions?	Less than 1 year	2.88	0.01
	1-2 years	2.83	
	3-9 years	3.18	
	10 years or more	4.56	
17. To what degree are activists important for improving your community/country?*	Less than 1 year	4.10	0.02
	1-2 years	4.98	
	3-9 years	4.90	
	10 years or more	5.00	



3.6) Non-Completion Survey

AMEL’s Non-Completion survey was administered in September of 2023 among participants who dropped out of the program mid-way, with 24 responding. Of respondents, the three main reasons for dropping out of the program (accounting for all but 7 of responses) were internet connectivity issues (which were very notable among Ugandan respondents), school/work obligations or war and conflict (all cited by respondents from Sudan) (see Table 19). The majority of these seem to have been exigencies or logistical requirements, since respondents on the whole held positive attitudes towards the program and no reasons for their discontinuation could be traced back to the program itself. 92% reported that they would enroll in a future cohort of the program (see Table 20).

Table 19. Reasons for dropping out of the program (Ranked highest to lowest)

Reason	N*	%**	Comments
Internet connectivity and/or infrastructure issues	8	33%	<i>Of these 4 from Uganda</i>
School/work obligations	7	29%	
War and conflict	5	21%	<i>Of these, all from Sudan</i>
Scheduling problems	3	13%	
Personal or health issues	3	13%	
Language was a problem	1	4%	

* Total number of responses (N=27) exceeds the number of respondents because 3 gave more than one reason.

**Because Central Limit Theorem not met percentages are illustrative only, not accurate.

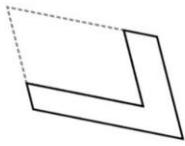
Table 20. Attitudes towards the program among non-completers (Ranked highest to lowest)

Question	Avg.	5 or More/Yes
9. How would you rate the program's online platform? <i>Not User-Friendly at All/Extremely User-friendly</i>	5.7	22 (92%) [†]
10. Would you participate in a future cohort of the AMEL Institute? <i>Yes/No</i>		22 (92%)
8. How would you rate the level of assistance you received from AMEL? <i>Not Helpful at All/Extremely Helpful</i>	5.7	21 (88%)
7. Overall, how would you rate your overall experience with the AMEL Institute? <i>Not Satisfied at All/Extremely Satisfied</i>	5.3	19 (79%)

4) Methodological Considerations and/or Recommendations

AMEL’s survey shows that participants were highly satisfied with the program, that they got what they came for and that they consistently significantly improved their activist knowledge and skills in every listed category (see especially Tables 7 and 13). The survey also shows that participants were quite satisfied with many of the program’s online components and features (Table 7). That said, correlations between these features and overall satisfaction are currently quite weak, as are linear models tracing

[†] The Central Limit Theorem (CLT) renders frequencies for samples under 30 to be unrepresentative. As a result, integers are provided as the primary source of data; frequencies are added for illustration only.



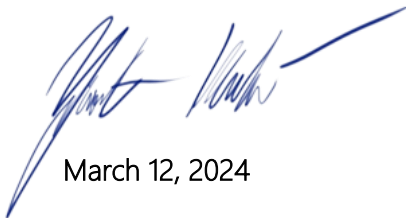
these correlations. AMEL does not necessarily need this proof that it has a winning formula in the way this program was designed (it does); if however, it would want to set about establishing this, a (small) number of additional items should be added to the survey. We know that participants were happy and we also know why they came (to network, or out of interest in specific topics; see Fig. 5). From their qualitative responses to what they liked most about the program, the professional organization of the program, the expertise of the speakers and the variety of perspectives and experiences of other participants all feature with regularity. The addition of one or more of the following items to a future post-test would, the evaluator believes, strengthen future linear models:

- how was the interaction with other activists?
- How was being part of a wider community of activists?
- How interesting was the information you received?
- How interesting were the topics?
- How relevant were the topics to what you wanted to know?
- How professional were the facilitators?

An additional methodological consideration that emerged through this review was a (very slight) concern that perhaps the question “How many activists do you know in other countries?” may not always be understood by participants to suggest a cumulative number across countries. AMEL may see fit to validate this item on its own, test it among a sample of respondents or simply add the words “in total” or some variant of this to future versions of the survey.

5) Evaluator’s Statement

I believe the data to be accurately presented and the findings to be reflective of the data contained therein. No data was altered or misrepresented in the process of compiling this report.



March 12, 2024